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FORM NO. 609: 4,14,52. 25M.

SUFFOLK COUNTY, MASS.,

# MECHANICAL SCHOOL,

Corner of Huntington Avenue and Gainsborough Street,

BOSTON.

FOR BOYS AND GIRLS,

IF ORGANIZED.

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BOSTON:
PRESS OF ROCKWELL AND CHURCHILL.
1890.

Mrs. D. M. Ross.
October 2. 1894.

## EDUCATION IS A NECESSITY,

but to be successful *must be compulsory*. Our boys and girls graduate from our Grammar and High Schools in letters, but are, in most cases, as great dependants as if they had never attended school, in many cases they remain so their whole lives, from the fact that they see no avenue open adapted to their talent, or that will furnish them with means sufficient to sustain the position in life that their education has enabled them to fill.

Mechanical education will remedy three-fourths of all the trouble, as it educates the hands as well as the head, and educates the student to recognize that all labor is honorable if followed with industry, as we are all parts of one family or spokes to one wheel, and cannot do as well when not so, if only one spoke is out.

By mechanical education I mean, teach our boys the principles of mechanics and they will soon find out what they are best adapted to. This can be done better by the Russian system than any method I know of.

For our girls, teach them domestic arts and trades. All of this can be done by having our boys and girls give one session a day of three hours, of the last year they are in the Grammar or High Schools, or to take those that have left school a course of six months. That is all that is needed, compared with my success in my shorthand and type-writing school, for three-fourths of them, to enable them to know what they are adapted for and to obtain a situation that will give them a good living, as life is like a house of one hundred rooms, all locked, and the keys are given us to find what we need, which is in one of the rooms. We may have to try ninety-nine keys and then not find the right one; if so, why burden us with the ninety-nine if you can

give us the one we need, then when more are needed they can be obtained?

In the city of Boston there are 71,998 children between five and fifteen years old, of whom 68,793 attend school.

In our ten High and Latin Schools there are 2,938 pupils (three-years' course). In our fifty-four Grammar Schools there are 31,608 (six-years' course), averaging fifteen years of age when they graduate; total, 34,546.

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| In our sixteen Evening Schools . . . | 3,781 |
| In our Evening Drawing Schools . . | 438 |
| Teachers required . . . . . | 983 |

All of the schools, average attendance, 64,502, including the Primary where they remain three years.

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| Teachers required . . . . . | 1,509 |
| Cost for 1889 . . . . | $1,557,363.56 |
| Or from 1859 to 1869 . . | $20.16 per scholar. |
| From 1869 to 1879 . . . | 31.49 " |
| From 1879 to 1889 . . . | 27.17 " |
| From 1888 to 1889 . . . | 24.11 " |

Of the 350 cities and towns in Massachusetts 324 of them spend more money for education in proportion to their means than Boston.

*With our large foreign population in Boston it is necessary to reverse this fact if we wish to sustain our high ranks and reduce pauperism and crime. By so doing that will increase our prosperity and reduce our taxes.*

Our School Committee Report of 1889, on page 16, in relation to the value of our Evening Schools covers our claim for the necessity of mechanical schools, viz.: "Our Evening Schools. Their influence is potent and far-reaching. They are a blessing to thousands who otherwise would not be able to obtain any education. Their average attendance is 2,514 of the 3,781 registered."

Can a mechanical school be sustained with a full and regular attendance? Yes; to supply such a school there graduate from the High and Latin Schools annually 979; from our 54 Grammar Schools, 5,268; combined, 6,247.

Now these boys and girls have spent nine to twelve years, or over two-thirds of their lives, averaging ten years in school at a heavy cost, say $3 weekly for board and clothes, total $1,560 for each pupil. Total cost to the parents for the pupil that graduates annually, $9,745,320, and it has cost the citizens $1,506.15, and for interest three-fourths as much money, and we pay this double tax, and our children are still dependants. Now when we consider that three-fourths of our population of Boston and the same of the State, work for their daily bread by the labor of their hands, and never acquire much property, and know they must keep on spending this large sum of money annually for the pupils that graduate each year, — and also support those that have graduated until they can acquire some knowledge or position that will give them a living, *we must say that our principle of education is not complete, and that mechanical education for our boys and girls, the last year they are in school, is a necessity.*

We refer again to the School Report of 1889, page 17: "The Evening Schools were never in so flourishing and satisfactory a condition as they are at the present time. The pupils registered far exceed that of previous years. A new era seems to have opened for these schools."

In relation to manual training, page 18: "We are convinced that there is no reasonable doubt in the minds of the people concerning the desirability and necessity of imparting to the pupils of our public schools instruction in this branch of education."

The sewing in our schools (introduced thirty-five years ago) "some thought would reduce the standard of scholarship; on

the contrary, it developed the children into better scholars, as they take more interest in all other studies."

"The value of instruction in manual training and its necessity has long been conceded.

"The question of vital importance has been how it should be introduced into and carried on as a regular requirement of the schools. We think the time has now come when this question can be wisely and judiciously considered."

The city maintains five cooking schools that have been popular and successful from the beginning. The pupils seem interested in their lessons and show great proficiency in their work.

The North Bennett Street Industrial School instructs in cooking, printing, shoe-making, carpentry, modeling. Upwards of 1,000 pupils of our public schools receive instruction of one hour weekly and with excellent results, considering it is only theoretical, showing how valuable it would be if made practical.

This noble school is supported by a few spirited ladies of Boston, and is under the supervision of the Committee on Manual Training School.

Drawing was introduced twenty-five years ago, and no one will admit it has injured our scholars.

Music in our schools has done much in elevating and entertaining parents as well as scholars.

Take this question as you may, or ask for advice from any country and the same answer has come for over one hundred years. Then why not act, for if we are in the avenues of manufactures and commerce that our talents adapt us for, that means prosperty, and prosperity brings comforts, and elevates all that come within its shadows, and the reverse brings from exposure and overwork, bad habits, disease, and an early death, which is as great a loss to the State as to the family.

We will review, to sustain our claim: Leibnitz, the great German Philosopher, says, "Reform the education of youth and you will reform the human race."

Madam de Staël says, "Educate the daughters of France if

you wish to make France a great nation." This gave France mechanical education which is taught in the schools including the Primary.

In England every child is a man, as they do a man's or woman's work.

You will see boys 12 to 14 years old conductors on horse-cars, and holding responsible positions where judgement is required, and the same with girls displacing men and women, and rewarded with wages of youth.

The greed of gain and competition with other nations compels this, as England thrives on the raw products of other nations by her manufactures which she returns for the raw product.

Was Abraham Lincoln any less a man when splitting rails than as the second historical President of the United States? And would not our country have derived greater benefits from him if he had been educated in youth, instead of in manhood?

Would Africa be the same nation to-day if the 30,000,000 people living on one of her rivers, who combined, cannot earn or make one yard of cotton cloth costing six cents, were educated equal to the people of the United States?

Talk about Christianity!

Compare Ireland with Scotland, one an agricultural people, the other a mechanical people, — which enjoys the most, and which is the most respected? The Scotch, as they earn the most money, coming from their manufactures; as they are the most intellectual, after several generations being developed by mechanics instead of agriculture.

I can quote from many of our leading minds in the United States to sustain this claim, but prefer closing my illustrations with the opinions of our Boston school-girls that have just graduated from my Free Shorthand and Type-writing School, — thirty girls, — all taking diplomas, and are obtaining salaries from $8 to $9 weekly.

These girls were 14 years years old and upwards, average

17 years old, and had never earned any money, but had graduated from our High and Grammar Schools as dependants on their parents, with no avenue opened to them beyond shop-attendants at $4 a week, or manufactures paying no better, as they had no mechanical education, and had to compete with uneducated labor.

We quote from an essay by a girl (Irish parentage), 16 years old, "The advantages of shorthand:" "It teaches us to think and act quickly, to be persevering, and the value of time. It makes one observant, develops the latent faculties, and gives one an insight into business life and ways. It enlarges one's vocabulary, thus helping one to state his ideas clearly, and to use proper words in proper places, for if incorrect it is impossible to read or use it, showing its importance."

I quote from another essay, by an American girl, 18 years old: "This study brings before us, with startling force, the value of time; spurring us to our utmost effort for the accomplishment of that which we have to do. In this accomplishment is involved the unavoidable concentration of thought, while every bodily action is brought under mental control. All the energy of one's being is brought into play, and with the accomplishment of hard-won tasks the timid soul gains courage, and somewhat of that spirit of self-reliance so necessary for the success of all personal effort."

From an essay by an Irish girl, 16 years of age: "The trouble with the education of our girls to-day is that they attempt too much study, too little work with a purpose. The greatest lesson they have to learn is, to value quality of work more, quantity less. They think that to become educated they must study all branches of learning in some degree. They want a little German, a smattering of French, some music, painting, etc., and learn neither of them thoroughly, but just acquire a sufficient amount to fit themselves for society.

"This would all be very well if they were sure that in future it would be the only thing required of them, but we know not

what the morrow will bring forth, and if a financial crisis should come, where are the girls? They are mill-stones hanging about the necks of their respective families. To many the crisis has already come, and they stand face to face with the problem of self-support, a thing they never thought of before, and they now realize how much better it would have been for them if they had been brought up with the idea that they must look out for themselves. If they had taken the time that was spent in the acquiring of non-practical studies, and put in the mastery of one subject, they would be now independent."

Remember what Daniel Webster said, "There is always room at the top;" and the top is to do what others have not done if you want to be successful and enjoy life. If you must sell dirt for $1.00 a load to obtain a living, sift it, and sell the sand or gravel, which is one-half the quantity, for $4.00, and realize $1.50 extra at no extra cost.

I think I have shown the necessity of mechanical training in our public schools, and that it is endorsed by all parties, from the School Committee to the scholars, as well as by the leading minds of all countries.

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THE question now comes, How are we to obtain it? The city government cannot appropriate any money, as the State refuses them the right to increase taxation, and no portion of the school fund can be appropriated to this purpose. Then comes the question, What will you give to help support such a school? And the response is, What will you give? I will give, in my building on Huntington avenue and Gainsboro' street, entrance on each street, four floors, 150 ft. × 115 ft. each, and one floor 150 ft. × 35 ft. The School Committee of Boston will recommend the boys and girls that graduate in July to take a free course with us.

We have the endorsement of the leading minds of the Institute of Technology, the three Mechanic Associations, and other

institutes and societies, as well as the Rev. Edward E. Hale, Edward Atkinson, M. D. Ross, Louis Prang, and others, who have given much time to investigating the wants of our boys and girls, to make them useful and self-sustaining as they develop into manhood and womanhood, instead of becoming slaves of labor.

To enable us to equip the school successfully will require $25,000 annually, besides the free rent of the building, and we ask your aid for the same. Your subscription can be paid in full or monthly (when a Treasurer is elected), and you can advise either of the parties, or myself, of the amount you are willing to contribute for one year. Your subscription will not be binding over one year, and not for that time unless the whole amount is subscribed prior to July 1, 1890, as we want to open the school Sept. 1, 1890.

By so doing you will confer a favor on

Yours truly,

ALBERT L. MURDOCK,

Huntington avenue, Boston, Mass.

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